

# Arts Pathways Guidelines

## Arts Pathway Teacher Information

**The Kentucky Department of Education (KDE)** has completed the pilot phase of the Arts Pathways and Capstone Assessment project. In the 2015-2016 academic year KDE will fully implement the Arts Pathways along with the Capstone Assessments. KDE is providing some initial information to help get teachers and students engaged in the process of creating portfolios for the art forms in which they will be assessed for college and career readiness.

Below are some critical steps for teachers to take.

**Step 1** – If you haven’t logged into CIITS before, this is your first step. Instructions are below.

**Step 2** – Get students into CIITS. You can do this by following the instructions Quick Reference Card (QRC) to create a “fake” quiz. Follow the instructions exactly and don’t worry about the “standards” being measured in step 5. Select the one showing for math and don’t try to include any arts standards there. Simply check one box and click on the Add to Test map button.

Completing the steps on the QRC will result in getting usernames and passwords for enrolled students, which you can give to the students who plan to complete the Capstone Assessment. This will enable students to enter CIITS and access Student Workspaces. **Be sure to save a copy of those usernames and passwords for future reference.**

**Step 3** – Have students create their portfolio and the work items as outlined in the step-by-step guidelines. Students can initially create the empty containers called “Work Items” in which they will later upload their work as they complete it throughout the school year. In some cases they may already have work to upload and they may do that any time they are ready by following the instructions provided in the step-by-step guidelines.

It is highly recommend that teachers get students who plan to complete the Capstone Assessment logged into CIITS as early as possible. This will enable them to become familiar with the Student Workspaces online environment and start building their Capstone Portfolio. Use the step-by-step guidelines for students to create their portfolios and work items in CIITS where all of their work will be housed. **There are specific naming conventions that all students must follow included in those guidelines.**

Teachers have the opportunity to go into Student Workspaces to look at student work. Teachers can offer comments/suggestions to help students prepare for the Capstone scoring. In addition to the step-by-step guidelines KDE is providing a Training Guide. This Training Guide can be used by teachers and students and they include some visuals that may be helpful. The Training Guide will be available for download on the KDE web page. Page 14 in the Training Guide lists the types of files that are supported by Student Workspaces. This is critical information since these file types must be used for uploading into Student Workspaces.

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## Letter of Assurance

A critical component of every Capstone Portfolio is the Letter of Assurance signed by the student, their teacher (or administrator) and parent or guardian if the student is under 18. **Portfolios will NOT be scored if the Letter of Assurance is not uploaded.** This is a form letter that can be easily modified by teachers/students to address each student and their chosen pathway. The Letter of Assurance should be the last component that students upload into Student Workspaces, after all other work is completed and uploaded.

## Capstone Portfolio Requirements

Each of the Arts Pathways has a list of required components for the Capstone Portfolio which fully describes the expectations for each Capstone Portfolio. Students should use the “Requirements” sheet and the step-by-step guidelines to finalize work and upload it into CITTS/Student Workspaces. All Word files should be saved as portable digital format (PDF) files before being uploaded into CITTS. PDF files open quickly and hot links to videos work well from that format. Images should be in one of the following formats: GIF, JPG, JPEN, PNG, TIF. Use the image file type that provides the best quality for the particular image. Audio files should be saved as MP3 or WAV files. (See page 14 of the Training Guide for compatible file types.)

Student Workspaces will not house video files larger than 6 megabytes. This is equal to a video file of just less than one minute. Therefore students need to house the video files in another location such as the private area of YouTube, then copy and paste that link for the video in a file that can be uploaded into Student Workspaces. It is imperative that the student and teacher ensure that the link is correct and active prior to submission. Broken or wrong links could cause the student’s portfolio to be rejected or not scored.

## Video Instructions:

Students using video files should follow these instructions:

1. Edit the video to meet the time specifications outlined in the portfolio requirements (music example; minimum of 2 minutes up to 3 minutes, scorers will only watch 2 minutes of the video).
2. House the video in YouTube in the private section. If you can’t edit the video, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it matching the name of the Work Item that you will upload into. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in this document just after the video description. Once you complete adding information into the MS Word file save it as a PDF file. (PDF files open quickly in Student Workspaces whereas MS Word files open slowly.)
4. Click Upload within the appropriate Work Item to browse and upload your PDF File with the related video link. For non-edited videos, include timing information in this file so that the scorer knows where to start and stop watching within the recording. If the timing information is

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not provided then the scorer may not have the opportunity to view the best work of the student. Upload the related judges (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)

5. Click Save.
6. Click on your video link to make sure it works.

### Instructions for logging into CIITS

The login page can be found at <https://ciits.kyschools.us>. Teachers choose their district from the drop down menu then login.

Teachers who have never logged in need to click on the “click here” next to first time logging in (see screen shot below). There is also a guide for [How to Log in to CIITS](#).

Sign In

School District

Username

Password

**Sign In**

**First Time Logging In To CIITS: Click here**

Forgot Your CIITS Username or Password: [Click here](#)

New Password Policy Starting May 13th: See notice on Homepage

Need Help: 1-855-435-7459, email [ciitshelp@schoolnet.com](mailto:ciitshelp@schoolnet.com) or [Click here](#)

Students do not have to go through this process because teachers will be providing them with their username and password.

# Arts Pathways Guidelines

## Teacher Information – Capstone Portfolios Q & A

### What are the Arts Capstone Assessments?

The Capstone Assessments for the Arts College and Career Ready (CCR) Pathways are in the form of portfolios and take the place of the KOSSA or Industry Certificates utilized in other pathways. These portfolios are designed to provide “real life” examples of student work, similar to the work examples that professional artists are expected to provide to potential employers.

### What Arts Pathways are available?

There are currently seven CCR Pathways in the arts.

1. Dance
2. Instrumental Music
3. Vocal Music
4. Theatre/Performing Acting
5. Theatre/Technical Strands
6. Theatre/Stage Management
7. Visual Arts

Each pathway has a specific Program of Studies (POS) defining content and processes that must be incorporated into the instructional program. Pathways consist of 4 sequential courses with associated elective options. All this information is provided in the POS for each pathway.

### What is the purpose of the Capstone Portfolio?

Capstone Portfolios serve as the culminating assessment for students to attain college and/or career readiness. The portfolios have specific criteria that must be included before they can be scored. These portfolios are currently being housed in the Continuous Instructional Improvement Technology System (CIITS) in the Student Workspaces area. Teachers initially provide login credentials enabling students to upload examples of their work into a digital portfolio.

### Who is eligible for portfolio scoring?

Students must be “preparatory” in order to be considered for portfolio scoring. Once students enroll in their junior year (or enroll for the third credit in the pathway sequence of courses) they are considered preparatory. The scoring process will take place in April. Seniors, or 4<sup>th</sup> credit students, are also eligible to submit portfolios to be scored during this scoring window. Students who do not achieve college and career readiness in their third course may apply to be scored again the following year.

### How will they be scored?

Student portfolios will be scored using the double blind method. Scorers will be given access to the student portfolios in CIITS during the scoring window. Two scorers will score each student portfolio independently. If there is too much variation between the two scores a third scorer will score the portfolio and the three scores will be averaged for a final score.

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## **What are the requirements of Capstone Portfolios for each pathway?**

Each Arts Pathway has specific requirements that must be included in the Capstone Portfolio before it will be eligible for scoring. Generally speaking, the requirements include a Letter of Assurance, signed by the teacher (or administrator), student and parent or guardian, a resume, and examples of student work including images, audio files, and video files where appropriate. This is uploaded into Student Workspaces in CIITS. Currently students will house videos in another location (e.g., the YouTube private area) and provide links in CIITS so that they can be viewed from inside the Capstone Portfolio. KDE is researching other possible options for videos. Detailed instructions for videos are provided below.

## **How do my students and I get access to Student Workspaces in CIITS?**

A quick reference card (QRC) is provided with instructions on how to grant student access to CIITS and Student Workspaces. Completing the steps listed in this QRC will result in specific student usernames and passwords that students can use to log in to CIITS.

## **When can students get started with uploading work into Student Workspaces?**

Student Workspaces is available to students at the beginning of the school year. All students will have access once teachers follow the steps on the Quick Reference Card and get student login credentials. Login credentials are given to students and they login to build their accounts in CIITS. The sooner they get started the more time they will have to get used to the online environment and upload their work. Teachers should make sure to keep a copy of the login credentials for future reference. Students may wish to upload many works or performances throughout their pathways courses and then edit their portfolios for the final submission.

## **How do we create the portfolios?**

There are two sources of information available on how to create portfolios in Student Workspaces. One is the Student Workspaces in Schoolnet Training Guide available electronically to all teachers and students. The second source of information are the step by step instructions provided for each pathway which include naming conventions.

## **What is the timeline for Completing Capstone Portfolios?**

All student work must be uploaded into Student Workspaces by April 1<sup>st</sup>. Students may start uploading work into Student Workspaces as soon as teachers provide them with access to CIITS. Students may wish to begin uploading work in their first pathway course and then edit prior to submission.

## **How do we link video files with the Capstone Portfolio?**

Student Workspaces will not house video files larger than 6 megabytes. This is equal to a video file of just less than one minute. Therefore students need to house the video files in another location such as the private area of YouTube, then copy and paste that link for the video in a file that can be uploaded into Student Workspaces. It is imperative that the student and teacher ensure that the link is correct and active prior to submission. Broken or wrong links could cause the student's portfolio to be rejected or not assessed.

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## Video instructions:

Students using video files should follow these instructions:

1. Edit the video to meet the time specifications outlined in the portfolio requirements (music example; minimum of 2 minutes up to 3 minutes, scorers will only watch 2 minutes of the video).
2. House the video in YouTube in the private section. If you can't edit the video, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it matching the name of the Work Item that you will upload into. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in this document just after the video description. Once you complete adding information into the MS Word file save it as a PDF file. (PDF files open quickly in Student Workspaces whereas MS Word files open slowly.)
4. Click Upload within the appropriate Work Item to browse and upload your PDF File with the related video link. For non-edited videos, include timing information in this file so that the scorer knows where to start and stop watching within the recording. If the timing information is not provided then the scorer may not have the opportunity to view the best work of the student. Upload the related judges (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save.
6. Click on your video link to make sure it works.

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## Student Resume Template

Name: \_\_\_\_\_ (Name only. No contact information.)

### Section 1: Career Goal or Philosophy

Briefly describe goals that you have for your future career whether it is in the arts pathway you have chosen or another profession. Also briefly explain how completing your arts pathway will help you to achieve those goals.

**OR**

Briefly discuss how your art form has been meaningful in your life and how the arts pathway experience has impacted you as an artist.

### Section 2: Education Background

Name school(s) attended:

List arts courses/classes taken beyond the pathway requirement:

List training/lessons, etc. outside of school that have contributed to your success in your chosen arts pathway.

### Section 3: Experience in the Art Form

Describe any arts related employment you may have had. List and describe experiences that you have in your art form such as productions in which you participated, exhibits, special performances, etc.

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## Section 4: Honors and Awards

List honors and awards you have received such as participation in honor groups, special art exhibits, high achievement ratings from performance events, special recognition (even if not arts related), etc.

## Section 5: Community Involvement

Describe any experience you have with working in your community. (e.g., community music or dance ensembles, community theatre, community art exhibits, volunteer work, etc.)

## Section 6: Special Skills Associated with the Pathway

Describe any special skills you have that are important to your art form and contribute to your success in your arts pathway.



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## Pathways Letter of Assurance

Date:

To Whom It May Concern:

I am pleased to offer my recommendation for (student name) to complete the Capstone Assessment for (name of the pathway). (Student name) has completed the criteria for the pathway portfolio and placed it in the appropriate location allowing access by Capstone adjudicators. I assure the adjudication team that the work presented is the student's original artwork and/or the student's performance of an existing work.

I have known (student name) for the past (timeframe) and believe that (he/she) is offering examples of (his/her) best work to date. (Student name) has completed or is in process to complete the following course(s): (list pathway courses to date)

- 1.
- 2.
- 3.
- 4.

I believe that you will be able to determine the skill level and potential of (student name) based on the content in the Capstone portfolio.

Sincerely,

Teacher signature \_\_\_\_\_

Student signature \_\_\_\_\_

Parent/Guardian signature \_\_\_\_\_

\*May be signed by the teacher or school administrator.

# Arts Capstone Portfolio Requirements

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## Description of Dance Capstone Portfolio Requirements

### PART A: STUDENT PROFILE (10 points)

1. **Letter of Assurance** - Signed by the primary dance teacher or an administrator, student and parent or guardian, confirming that the required course sequence has been completed and that the student has completed all portfolio requirements and the digital portfolio is ready to be scored.
2. **Résumé** – Utilizes the Arts Pathways Capstone Format (6 points)
3. **Personal Reflection Essay** -- Discuss your commitment to Dance and the Dance Process. The essay must be a maximum one typed page, 250 words or less. Use a 1.5 line and paragraph spacing. Choose a standard font (e.g., Times New Roman, Calibri, Arial) and use an 11 point font size. (4 points)
  - a. Explain your personal qualities that demonstrate professionalism, promptness, and self-motivation in classes, rehearsals, and performances. Critique how these characteristics enhance your artistic performance or product.
  - b. Draw conclusions on how your personal qualities will help you meet your professional goals using dance and stage terminology.
  - c. Include future college and/or career goals.

### PART B: STUDENT PERFORMANCE (40 points)

1. **Video Performance.** Demonstrate your knowledge and proficiency in one or more dance styles, forms, and genres in a dance solo, duo, or trio. Include working knowledge of dance terminology in your artistic product. The expectation is for the video performance to be your best work.
  - a. Attire Requirements
    - i. Dance clothes and/or costumes with no holes in shoes, tights, or leotards. No cover-ups or loose fitting clothing are allowed and hair must be pulled neatly back.
  - b. Requirements of Performance
    - i. Dance length: 2:30 to 4:00 minutes.
    - ii. Student must demonstrate proficiency of the following in a selected genre of dance:
      1. Alignment;
      2. Core Strength;
      3. Flexibility;
      4. Strength;

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5. Musicality;
6. Phrase development;
7. Transitions;
8. Contrasting or varied movement qualities;
9. Character development; and
10. Confidence, enjoyment, and facial expressions.

**2. Video Choreography.** Create an original work that illustrates your personal development of movement voice. This performance can be a solo, duo, trio, small group or a large group.

a. Requirements of Products

- i. Title
- ii. Genre Identification
- iii. Music
- iv. Costumes
- v. Dance Length: 2 ½ - 4 minutes
- vi. Choreography must demonstrate a cross-curricular artistic intent, idea, or theme that connects the following:
  1. Demonstrates and conveys personal movement voice through the use of choreographic structure(s);
  2. Uses space, time, and force components effectively to communicate choreographic idea; and
  3. Projection is used to enhance performance idea or theme

**3. Video Self-Reflection.** At the conclusion of the cross-curricular product, include a video of yourself reflecting on how your artistic intent was conveyed in movement throughout the dance. (one minute maximum)

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## Description of Instrumental/Vocal Music Portfolio Requirements

### PART A: STUDENT PROFILE (10 points)

1. **Letter of Assurance** - Signed by the primary music teacher or an administrator, student and parent or guardian, confirming that the required course sequence has been completed and that the student has completed all portfolio requirements and the digital portfolio is ready to be scored.
2. **Résumé** – Utilizes the Arts Pathways Capstone Format (6 points)
3. **Personal Reflection Essay** Discuss your commitment to music. The reflective essay must be a maximum one typed page, 250 words or less. Use a 1.5 line and paragraph spacing. Choose a standard font (e.g., Times New Roman, Calibri, Arial) and use an 11 point font size. (4 points)
  - a. Discuss your growth as a musical artist with an emphasis on performance/education.
  - b. Discuss the skills you have gained in courses, lessons and independent study of theory, history, technology and appreciation of music.
  - c. Discuss your accomplishments as a musical artist.
  - d. Discuss future college and career goals.

### PART B: STUDENT PERFORMANCE (30 points)

1. **Recorded Performances.** The portfolio must include three (3) recorded contrasting entries with a brief description of the piece, your role in it and an evaluation sheet for each submission utilizing the list below. The expectation is for the recorded performances to be your best work. If the evaluation sheet is **not** submitted but the recording is, the maximum points that can be earned are five (5); if the recording is **not** submitted, no points will be awarded. Each excerpt should be a minimum of two (2) minutes to a maximum of three (3) minutes. (Items 1 and 2 below are set requirements with freedom of choice for the student on item 3.)
  - KMEA adjudication forms
  - Teacher provided criteria/rubrics
  - Teacher and Student collaboratively created evaluations
  - Model Cornerstone Assessments (from National Core Arts Standards)
- 1) Solo Performance (with or without accompaniment)
  - a. Digital Audio/Video recording with brief description of the piece and student's role in it
  - b. Attach an evaluation sheet
- 2) Performance with others (with or without accompaniment with one on a part)
  - a. Digital Audio/Video recording with brief description of the piece and student's role in it
  - b. Attach an evaluation sheet
- 3) Student Choice, choose one from the following:
  - a. Original Composition or Arrangement

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- i. Digital copy of score or performance of the composition with brief description of the piece
  - ii. Attach an evaluation sheet
- b. Additional Solo or Ensemble Performance (with or without accompaniment with one on a part)
  - i. Digital Audio/Video recording with brief description of the piece and student's role in it
  - ii. Attach an evaluation sheet
- c. Performance on secondary instrument
  - i. Digital Audio/Video recording with brief description of the piece and student's role in it
  - ii. Attach an evaluation sheet
- d. Solo excerpt from a Large Ensemble Performance
  - i. Digital Audio/Video recording with brief description of the piece and student's role in it
  - ii. Attach an evaluation sheet
- e. Performance of an Improvised Solo
  - i. Digital Audio/Video recording with brief description of the piece and student's role in it
  - ii. Attach an evaluation sheet
- f. Performance as a student conductor
  - i. Digital Video recording with brief description of the piece and student's role in it
  - ii. Attach an evaluation sheet

## PART C. WRITTEN ASSESSMENT

1. The written assessment will be administered through the Commonwealth Instructional Improvement Technology System (CIITS). Submit the results of one of the following: (10 points)
  - a. College-level music theory entrance exam
  - b. Music listening test (KMEA Listening Exam)
2. Point conversion for the music theory exam and music listening exam
  - a. 100% = 10 points (Advanced)
  - b. 80%-89% = 8 points/90%-99% = 9 points (Accomplished)
  - c. 60%-69% = 6 points/70%-79% = 7 points (Proficient)
  - d. 0%-59% = 1-5 points (Not Ready)
    - i. 0%-19% = 1 point
    - ii. 20%-29% = 2 points
    - iii. 30%-39% = 3 points
    - iv. 40%-49% = 4 points
    - v. 50%-59% = 5 points

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## Description of Theatre-Acting Capstone Portfolio Requirements

*Please follow these requirements if your high school courses and extra and co-curricular experiences have focused on Theatre Performance and your emphasis has been acting or performance directing.*

### PART A: STUDENT PROFILE (10 points)

1. **Letter of Assurance** - Signed by the primary theatre teacher or an administrator, student and parent or guardian, confirming that the required course sequence has been completed and that the student has completed all portfolio requirements and the digital portfolio is ready to be scored.
2. **Résumé** – Utilizes the Arts Pathways Capstone Format (6 points)
3. **Personal Reflection Essay** Discuss your commitment to Theatre and to developing an Acting Process. The reflective essay must be a maximum one typed page, 250 words or less. Use a 1.5 line and paragraph spacing. Choose a standard font (e.g., Times New Roman, Calibri, Arial) and use an 11 point font size. (4 points)
  - d. Discuss your growth as an actor in the following areas:
    - i. Professionalism;
    - ii. Promptness;
    - iii. Collaboration Process; and
    - iv. Self-Motivation in classes, rehearsals, and performances.
  - e. Discuss how developing these characteristics enhances your artistic performance or product and your growth as an artist.
  - f. Draw conclusions on how developing the qualities above & your theatre training will help you meet your future college and/or career goals.

### PART B: STUDENT PERFORMANCE (40 points)

1. **Performance Portfolio.** The performance portfolio consists of three (3) performances submitted as two (2) separate files. The expectation is for the performance videos to be your best work. All three (3) performances should demonstrate your working knowledge of acting skills including:
  1. Physical Awareness and Movement;
  2. Vocal Quality and Expression;
  3. Emotional Honesty and Believability;
  4. An intellectual understanding of the material through demonstrated script analysis; and
  5. Listening and responding to partner (scene).
  - 6.

Label the files using the file number and heading.

1. **File #1** - You may either submit two (2) contrasting monologues not to exceed three (3) minutes total performance time OR one (1) monologue and one (1) contrasting song.

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The contrasting monologues or contrasting monologue and song must be uploaded in the same file with a slate or introduction consisting of the following: actor introduces self, says name of play, says playwright and says the name of the character being performed.

- i. Student Choice 1: Two (2) Contrasting Monologues (3 minutes combined)
    - a. Monologue selections must be taken from published plays and not from monologue books.
    - b. Characters of monologues must be age appropriate.
    - c. Period drama or contemporary drama may be used.
    - d. Be mindful of emotional honesty and believability, which should be emphasized over playing a particular acting style.
    - e. Two examples of contrasting monologues would be Dramatic/Humorous or Classic/Contemporary.
  - ii. Student Choice 2: One (1) monologue and one (1) song (3 minutes combined)
    - a. Monologue selections should be taken from published plays and not from monologue books.
    - b. Song selection must be taken from a published musical not to exceed 16 bars.
    - c. Characters of selections must be age appropriate.
    - d. Be mindful that emotional honesty and believability should be emphasized over playing a particular theatrical style.
    - e. Song selection should be either up tempo or a ballad to show contrast with the selected monologue.
2. **File #2** – A scene with two or more characters. If this is part of a longer file you must include a time start/stop that is the actual scene you are submitting for evaluation as part of your Capstone. (see details below)
- i. A scene with two or more characters.
    - a. Scene/Name of Play, Playwright, Character, and Time start/stop (3 minutes maximum)
    - b. Scenes must be taken from a published play.
    - c. The character the student is playing must be figured prominently in the scene.
    - d. The student's character must be age appropriate.
    - e. Period drama or contemporary drama may be used.
    - f. Be mindful of emotional honesty and believability, which should be emphasized over playing a particular acting style.
    - g. Scenes can be completed through class or studio work or public performance (any venue with an intended audience).



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## Description of Technical Theatre Stage Management Capstone Portfolio Requirements

*Please follow these requirements if your high school courses and extra and co-curricular experiences have focused on Technical Theatre and your emphasis has been in stage management.*

### PART A: STUDENT PROFILE (10 points)

1. **Letter of Assurance** - Signed by the primary theatre teacher or an administrator, student and parent or guardian, confirming that the required course sequence has been completed and that the student has completed all portfolio requirements and the digital portfolio is ready to be scored.
2. **Résumé** – Utilizes the Arts Pathways Capstone Format (6 points)
3. **Personal Reflection Essay** Discuss your commitment to Theatre and to developing as a Stage Manager. The reflective essay must be a maximum one typed page, 250 words or less. Use a 1.5 line and paragraph spacing. Choose a standard font (e.g., Times New Roman, Calibri, Arial) and use an 11 point font size. (4 points)
  - a. Discuss your growth as a stage manager in the following areas:
    - ii. Explain your development in the following areas:
      1. Creativity;
      2. Professionalism;
      3. Promptness;
      4. Collaboration Process;
      5. Self-Motivation in classes, rehearsals, and performances; and
      6. Theatrical Skills (technical, production and acting knowledge) gained in classes, rehearsals, and performances using specific examples.
    - iii. Discuss how developing these characteristics enhances your artistic product and your growth as a theatre artist
    - iv. Draw conclusions on how developing the qualities above and your theatre training will help you meet your future college and/or career goals.

### PART B: STUDENT PRODUCT (40 points)

1. **Body of Work.** Your portfolio is a collection of evidence of your process, artistic achievement and creativity in the theatrical field or fields that are of interest to you. The expectation is that the portfolio shows your best work. Your Stage Management Paperwork should demonstrate your organizational and planning skills and ability to creatively problem solve. Upload each document as a PDF and label using the bolded headings and numbers below. (40 points)
  - a. **One scene with blocking and ground plan**
    - i. This should be scanned in from a student's Stage Management Prompt Book.
    - ii. It must include a ground plan and blocking; and
    - iii. The scene must be a minimum of three (3) pages and a maximum of six pages.
  - b. **Production Meeting Notes** from one (1) production meeting.

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- i. Format must include date and members present.
  - ii. Do not show personal identification such as phone numbers, addresses, email address, etc. You may use their role instead (e.g., lighting technician, sound technician, etc.)
- c. **Rehearsal Schedule** not to exceed two (2) pages.
- d. **Rehearsal Report** from two (2) rehearsals.
  - i. Not to exceed one (1) page for each rehearsal
  - ii. Standard format (Templates can be found on-line or from your teacher)
- e. **Written communication** with the director, actors, crewmembers or others
  - i. This can be an email, must not exceed one (1) page
  - ii. Should not duplicate any of the other required paperwork
  - iii. Do not show personal identification such as phone numbers, addresses, email address, etc.
- f. **Cue Sheet or Tracking Sheet** from one area
  - i. a single page of lighting cues or sound cues in a standard format
  - ii. shift change tracking sheet (scene changes)
  - iii. Costume change tracking sheet
- g. **Strike Organizational Sheet**
  - i. one (1) page
  - ii. Demonstrates organizational structure for striking a specific production
- h. **Stage Management Production Reflection**
  - i. 250 words reflect on stage-managing a specific production.
  - ii. See formatting requirements above under “Personal Reflection Essay.”

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## Description of Technical Theatre Capstone Portfolio Requirements

*Please follow these requirements if your high school courses and extra and co-curricular experiences have focused on Technical Theatre and your emphasis has been in theatre design (scenic, lighting, props, sound, costumes/make-up, special effects/multi-media, multiple areas) or technical direction.*

### PART A: STUDENT PROFILE (10 points)

1. **Letter of Assurance** - Signed by the primary theatre teacher or an administrator, student and parent or guardian, confirming that the required course sequence has been completed and that the student has completed all portfolio requirements and the digital portfolio is ready to be scored.
2. **Résumé** – Utilizes the Arts Pathways Capstone Format (6 points)
3. **Personal Reflection Essay** Discuss your commitment to theatre and development as a Technical Theatre Artist. The reflective essay must be a maximum one typed page, 250 words or less. Use a 1.5 line and paragraph spacing. Choose a standard font (e.g., Times New Roman, Calibri, Arial) and use an 11 point font size. (4 points)
  - a. Discuss your growth as a technical theatre artist in the following areas:
    - i. Creativity;
    - ii. Professionalism;
    - iii. Promptness;
    - iv. Collaboration Process;
    - v. Self-Motivation in classes, rehearsals, and performances; and
    - vi. Theatrical Skills (technical, production and acting knowledge) gained in classes, rehearsals, and performances using specific examples
  - b. Discuss how developing these characteristics enhances your artistic product and your growth as an artist
  - c. Draw conclusions on how developing the qualities above and your theatre training will help you meet your future college and/or career goals.

### PART B: STUDENT PRODUCT (40 points)

1. **Body of Work.** Your portfolio is a collection of evidence of your process, artistic achievement and creativity in the field or fields that are of interest to you. There will be nine (9) total pieces in your portfolio. Items #1 and #2 are required for all students. The expectation is that the portfolio shows your best work. Upload each document as a JPEG or PDF and label using the bolded headings and numbers below.
  1. A **visual collage or concept sketches** representing your exploration of a specific play with a written explanation (not to exceed 250 words) of the significance of the images included in the collage. Include the play and playwright as part of the written explanation.
  2. Five specific and unique examples from at least two different plays of **theatre design or construction** labeled with Area of Design/Tech, Play, and Playwright (e.g.

## Arts Pathways Guidelines

Set Design, *A Streetcar Named Desire*, Tennessee Williams; Costume Design, *Death of a Salesman*, Arthur Williams). Please label as 2A, 2B, 2C, 2D and 2E. For example:

- i. Documents or photographs of the student's work in any production aspect of theatre (scenery, lighting, props, costumes, sound, special effects, etc.).
    2. sketches
    3. 3-D models
    4. light plots
    5. props designs and/or photographs of completed props
    6. costume renderings and/or photographs of completed costumes
    7. ground plans, drafting, paint elevations
    8. photographs of completed sets
    9. original scores or audio recording of sound design examples (no longer than three minutes)
    10. production paperwork including lighting or sound cue sheets
    11. costume plots
    12. scene shift plots
  - ii. If the submitted work has been done in a collaborative setting (e.g., set construction) the student should include a one paragraph explanation of their role in the process.
- b. Choose three additional pieces of evidence from the following:
1. Other representative design or technical work created by the student.
  2. Non-theatre related work showcasing your creativity
    - a. art class (e. g. painting, drawing, photograph, craft-work, sculpture, model, product, engineering or computer design project, graphic design work)
    - b. class project
    - c. hobby
    - d. segment of a film, video or audio recording (no longer than 3 minutes)
  3. May be 2 or 3 dimensional

# Arts Pathways Guidelines

## Description of Visual Art Capstone Portfolio Requirements

### PART A: STUDENT PROFILE (10 points)

1. **Letter of Assurance** - Signed by the primary visual arts teacher or an administrator, student and parent or guardian, confirming that the required course sequence has been completed and that the student has completed all portfolio requirements and the digital portfolio is ready to be scored.
2. **Résumé** – Utilizes the Arts Pathways Capstone Format (6 points)
3. **Artist's Statement** - Discuss your commitment to Visual Arts. Choose either option A or B. The artist's statement must be a maximum one typed page, 250 words or less. Use a 1.5 line and paragraph spacing. Choose a standard font (e.g., Times New Roman, Calibri, Arial) and use an 11 point font size. (4 points)
  - a. Discuss your body of work in the portfolio. Consider the following questions:
    - i. Why do you make your art?
    - ii. What inspires you to make it?
    - iii. What does your art signify or represent?
    - iv. What is unique or special about how you make your art?
    - v. What does your art mean to you?
    - vi. How have you grown as an artist?
  - OR**
  - b. Discuss your personal journey in selecting and pursuing visual arts as a pathway.
    - i. Discuss your future college and/or career goals.
    - ii. Discuss your growth and accomplishments as an artist.
    - iii. Discuss the skills you have gained in your coursework and outside of school.

### PART B: STUDENT PRODUCT (40 points)

1. **Body of Work.** The portfolio must include 8-10 original artworks created during high school. The 8-10 artworks must be separate works. Additional detail photographs/digital files of the same work will NOT count towards the required 8-10 works, though they may be beneficial to the portfolio reviewers. The expectation is for the body of artwork to be your best work, reflecting your creativity/personal style, compositional skill, technical skill, and craftsmanship.
  - a. Creativity/Personal Style – the works show your unique voice
  - b. Compositional skill – the works show a conscious use of art elements and principles of design

## Arts Pathways Guidelines

- c. Technical skill – the works show aptitude, skill, and manual dexterity in the use of tools and materials and in the artistic process with the media selected; includes techniques specific to use of the media
- d. Craftsmanship – the works show care and intention in their completion and presentation; are free of unintentional and unwanted marks, smudges, mistakes
- e. A minimum of three (3) works must be drawings from direct observation in traditional or electronic media (rather than drawn from memory or copies from photographs).
  - i. landscape/architectural
  - ii. still life
  - iii. portrait (self or of another person)
- f. The remaining works may be created using any art process (e.g., drawing, painting, printmaking, mixed media, ceramics, sculpture, textiles/fiber arts, digital art, photography, video, etc.) and utilize any media (e.g., charcoal, pastels, ink, clay, fabric, stone, metal, etc.). In the case of a video or time-bound work, submit a maximum of 4 minutes.
- g. Your body of work may show breadth (a range of art processes and/or themes) or a concentration on a specific art process or theme.

# **Creating Arts Pathways Capstone Portfolios**

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Dance)

Login to CIITS

In the Student Workspaces area click on Launch.

### Create Your Portfolio

Click on Create Portfolio

Name the Portfolio: Dance Pathway Capstone Portfolio

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

### Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on Create Work Item

Enter a title: Letter of Assurance

Enter Work Item Text: Letter of Assurance to verify that requirements of the portfolio are completed and uploaded to Student Workspaces.

Click Save. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on Create Work Item

Enter a title: Resume

Enter Work Item Text: My personal resume.

Click on Upload File to browse and upload your resume. (Be sure to remove your contact information e.g., address, phone number, email, etc.).

Click Save.

Click on Create Work Item

Enter a title: #1 Reflection Essay

Enter Work Item Text: This is my personal reflection essay on dance. (See the Capstone requirements for specific details.)

Click on Upload File to browse and upload your Reflection Essay.

Click Save.

Click on Create Work Item

Enter a title: #2 Video Performance

Enter Work Item Text: This is a video recording of a dance solo, duo, or trio performance of (describe the performance).

**\*\*Edit the video to 2 ½ to 4 minutes in length or provide a starting point and ending point to view the video that encompasses 2 ½ to 4 minute total. Use the timing bar at the bottom of the video screen to determine where to start and end viewing if you are unable to edit the video.**

Copy and paste the hotlink to the video into a MS Word document and save as Capstone Dance Video 1.



## Arts Pathways Guidelines

Click on Upload File to browse and upload the MS Word document containing the link to your video into this work item.

Upload your judges (evaluation) sheet if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

Click on Create Work Item

Enter a Title: #3 Video Choreography

Enter Work Item Text: This is a video of a dance performance using my choreography.

Edit the video to 2 ½ to 4 minutes in length or provide a starting point and ending point to watch that encompasses 2 ½ to 4 minute total.

Copy and paste the hotlink to the video into a MS Word document and save as Capstone Dance Video 2. Click on Upload File to browse and upload the MS Word document containing the link to your video into this work item.

Upload your judges (evaluation) sheet if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Upload your video self-reflection on how your artistic intent was conveyed throughout the dance (one minute maximum). This video can be loaded directly into Student Workspaces if it is less than one minute in length. (See the Capstone requirements for specific details)

Click Save.

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

**\*\* Students using video files instead of audio files should follow these instructions:**

1. Edit the video to meet the time specifications outlined in the portfolio requirements (minimum of 2 ½ minutes up to 4 minutes, scorers will only watch about 2 ½ minutes of the video).
2. House the video in YouTube in the private section. If you can't edit, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it according to the work item you will be uploading it into. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in this document just after the video description. Once you complete adding information into the MS Word file save it as a PDF file.
4. Click Upload within the appropriated Work Item to browse and upload your PDF File with the related video link. For non-edited videos, include timing information in this file so that the scorer knows where to start and stop watching within the recording. (2 ½ to 4 minutes) Upload the related judges (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Instrumental Music)

Login to CIITS

In the Student Workspaces area click on Launch.

### Create Your Portfolio

Click on Create Portfolio

Name the Portfolio: Instrumental Music Pathway Capstone Portfolio

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

### Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on Create Work Item

Enter a title: Letter of Assurance

Enter Work Item Text: Letter of Assurance to verify that requirements of the portfolio are completed and uploaded to Student Workspaces.

Click Save. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on Create Work Item

Enter a title: Resume

Enter Work Item Text: My personal resume.

Click on Upload File to browse and upload your resume. (Be sure to remove your contact information e.g., address, phone number, email, etc.)

Click Save.

Click on Create Work Item

Enter a title: Reflection Essay

Enter Work Item Text: This is my personal reflection essay on music.

Click on Upload File to browse and upload your Reflection Statement. (See Capstone requirements for specific details.)

Click Save.

Click on Create Work Item

Enter a title: #1 Solo Performance

Enter Work Item Text: This is a recording of a solo performance of (describe the performance and your role in the performance).

Click on Upload File to browse and upload the audio recording of your solo. (file must be in MP3 format) Upload your judges (evaluation) sheet if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

# Arts Pathways Guidelines

Click on Create Work Item

Enter a Title: #2 Performance with Others

Enter Work Item Text: This is a recording of my performance with (describe performance and your role).

Click on Upload File to browse and upload your performance. (file must be in MP3 format)

Upload your judges (evaluation) sheet if you have it scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

Click on Create Work Item

Enter a Title: #3 Student Choice Performance

Enter Work Item Text: Example: This is my performance on a secondary instrument.

Click Upload File to browse and upload your performance. (file must be in MP3 format)

Upload your judges (evaluation) sheet if you have it scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save

Click on Create Work Item

Enter a Title: Music Theory Test or Music Listening Test

Enter Work Item Text: (Enter your score here) My score on the music theory test was 40 questions correct and 5 incorrect.

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

**\*\* Students using video files instead of audio files should follow these instructions:**

1. Edit the video to meet the time specifications outlined in the portfolio requirements (minimum of 2 minutes up to 3 minutes, scorers will only watch 2 minutes of the video).
2. House the video in YouTube in the private section. If you can't edit designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it either: #1 Solo Performance, or #2 Performance with Others, or #3 Student Choice, accordingly. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in this document just after the video description. Once you complete adding information into the MS Word file save it as a PDF file.
4. Click Upload within the appropriated Work Item to browse and upload your PDF File with the related video link. For non-edited videos, include timing information in this file so that the scorer knows where to start and stop watching within the recording. (2 to 3 minutes) Upload the related judges (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Vocal Music)

Login to CIITS

In the Student Workspaces area click on Launch.

### Create Your Portfolio

Click on Create Portfolio

Name the Portfolio: Capstone Vocal Music Pathway Portfolio

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

### Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on Create Work Item

Enter a title: Letter of Assurance

Enter Work Item Text: Letter of Assurance to verify that requirements of the portfolio are completed and uploaded to Student Workspaces.

Click Save. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on Create Work Item

Enter a title: Resume

Enter Work Item Text: My personal resume. (Be sure to remove contact information e.g., address, phone number, email, etc.)

Click on Upload File to browse and upload your resume.

Click Save.

Click on Create Work Item

Enter a title: Reflection Essay

Enter Work Item Text: This is my reflection essay on music. (See the Capstone requirements for specific details)

Click on Upload File to browse and upload your Reflection Essay.

Click Save.

Click on Create Work Item

Enter a title: #1 Solo Performance

Enter Work Item Text: This is a recording of a solo performance of (describe the performance and your role in the performance).

Click on Upload File to browse and upload the audio recording of your solo. (audio file must be in MP3 format)\*\*

Upload your judges (evaluation) sheet, if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

# Arts Pathways Guidelines

Click on Create Work Item

Enter a Title: #2 Performance with Others

Enter Work Item Text: This is a recording of my performance with (describe performance and your role).

Click on Upload File to browse and upload your performance. (audio file must be in MP3 format)

Upload your judges (evaluation) sheet, if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

Click on Create Work Item

Enter a Title: #3 Student Choice Performance

Enter Work Item Text: Example: Example: This is my performance as a conductor of a vocal ensemble. (Tell which option you chose from the list)

Click Upload File to browse and upload your performance. (audio file must be MP3 format)

Upload your judges (evaluation) sheet, if you have one, scanned and saved as a PDF file.

Click Save

Click on Create Work Item

Enter a Title: Music Theory Test or Music Listening Test

Enter Work Item Text: (Enter your score here) Example: My score on the music theory test was 40 questions correct and 5 incorrect. This has been verified by my teacher.

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

**\*\* Students using video files instead of audio files should follow these instructions:**

1. Edit the video to meet the time specifications outlined in the portfolio requirements (minimum of 2 minutes up to 3 minutes, scorers will only watch 2 minutes of the video).
2. House the video in YouTube in the private section. If you can't edit, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it either: #1 Solo Performance, or #2 Performance with Others, or #3 Student Choice, accordingly. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in this document just after the video description. Once you complete adding information into the MS Word file save it as a PDF file.
4. Click Upload within the appropriated Work Item to browse and upload your PDF File with the related video link. For non-edited videos, include timing information in this file so that the scorer knows where to start and stop watching within the recording. (2 to 3 minutes) Upload the related judges (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Theatre Acting Strand)

Login to CIITS

In the Student Workspaces area click on Launch.

### Create Your Portfolio

Click on Create Portfolio

Name the Portfolio: Theatre Pathway Capstone Portfolio: Acting

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

### Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on Create Work Item

Enter a title: Letter of Assurance

Enter Work Item Text: Letter of Assurance to verify that requirements of the portfolio are completed and uploaded to Student Workspaces.

Click Save. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on Create Work Item

Enter a title: Resume

Enter Work Item Text: My personal resume. (Be sure to remove contact information e.g., address, phone number, email, etc.)

Click on Upload File to browse and upload your resume.

Click Save.

Click on Create Work Item

Enter a title: Reflection Essay

Enter Work Item Text: This is my reflection essay on music. (See the Capstone requirements for specific details)

Click on Upload File to browse and upload your Reflection Essay.

Click Save.

### PERFORMANCE - STUDENT CHOICE

Click on Create Work Item

Enter a title: #1 Solo Performances – 2 Contrasting Monologues (3 minutes maximum combined)

Enter Work Item Text: This is a recording of two contrasting monologues (describe the performances and your role in the performance).

Click on Upload File to browse and upload the recording of your solo. (Audio file must be in MP3 format)\*\*See below for video files.

Upload your judges (evaluation) sheet, if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

# Arts Pathways Guidelines

## OR YOU MY CHOOSE

Click on Create Work Item

Enter a Title: #1 Contrasting Monologue or Song (3 minute maximum combined)

Enter Work Item Text: This is a recording of my performance (describe performance and your role).

Click on Upload File to browse and upload your performance. (Audio file must be in MP3 format) \*\*See below for video files.

Upload your judges (evaluation) sheet, if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save.

## REQUIRED FOR ALL PORTFOLIOS

Click on Create Work Item

Enter a Title: #3 Scene Performance

Enter Work Item Text: Example: This is my performance in a scene from (describe the scene and play it is from, etc., as outlined in the Required Theatre Performance Capstone page).

Click Upload File to browse and upload your performance. (Audio file must be MP3 format) \*\*See below for video files.

Upload your judges (evaluation) sheet, if you have one, scanned and saved as a PDF file. Skip this step if you do not have an evaluation sheet.

Click Save

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

**\*\* Students using video files instead of audio files should follow these instructions:**

1. Edit the video to meet the time specifications outlined in the portfolio requirements (up to 3 minutes).
2. House the video in YouTube in the private section. If you can't edit, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it either: #1 Solo Performance - Monologue, or #2 Contrasting Monologue or Song, or #3 Scene Performance, accordingly. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in the MS Word document just after the video description.
4. Click Upload within the appropriated Work Item to browse and upload your MS Word File with the related video link. For non-edited videos, include timing information in this MS Word file so that the scorer knows where to start and stop watching within the recording. (3 minutes maximum) Upload the related judge's (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Theatre Design/Technical Strand)

Login to CIITS

In the Student Workspaces area click on Launch.

### Create Your Portfolio

Click on Create Portfolio

Name the Portfolio: Theatre Pathway Capstone Portfolio: Design/Technical

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

### Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on Create Work Item

Enter a title: Letter of Assurance

Enter Work Item Text: Letter of Assurance to verify that requirements of the portfolio are completed and uploaded to Student Workspaces.

Click Save. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on Create Work Item

Enter a title: Resume

Enter Work Item Text: My personal resume. (Be sure to remove contact information e.g., address, phone number, email, etc.)

Click on Upload File to browse and upload your resume.

Click Save.

Click on Create Work Item

Enter a title: Reflection Essay

Enter Work Item Text: This is my reflection essay on music. (See the Capstone requirements for specific details)

Click on Upload File to browse and upload your Reflection Essay.

Click Save.

### PERFORMANCE - STUDENT CHOICE

Click on Create Work Item

Enter a title: #1 Visual Representation of a play with written explanation.

Enter Work Item Text: This visual file represents my work with \_\_\_\_\_ (name of play, etc.). The accompanying written explanation further explains the significance of each image visual file.

Click on Upload File to browse and upload the visual file into this work item.

Click on Upload File to browse and upload the written explanation into this work item.

Click Save.



# Arts Pathways Guidelines

## OR YOU MY CHOOSE

Click on Create Work Item

Enter a Title: #2 Examples of Design or Construction

Enter Work Item Text: Five examples of my work in theatre related design or construction.

Click on Upload File to browse and upload five examples of your design/construction work.

Click Save.

## REQUIRED FOR ALL PORTFOLIOS

Click on Create Work Item

Enter a Title: #3 Three additional evidence examples.

Enter Work Item Text: Examples of additional design work that I have done. \*\*See below for video files.

Click on Upload File to browse and upload three additional examples into this work item.

Click Save

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

***\*\* Students using video files instead of audio files should follow these instructions:***

1. Edit the video to meet the time specifications outlined in the portfolio requirements (up to 3 minutes).
2. House the video in YouTube in the private section. If you can't edit, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it either: #1 Solo Performance - Monologue, or #2 Contrasting Monologue or Song, or #3 Scene Performance, accordingly. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in the MS Word document just after the video description.
4. Click Upload within the appropriated Work Item to browse and upload your MS Word File with the related video link. For non-edited videos, include timing information in this MS Word file so that the scorer knows where to start and stop watching within the recording. (3 minutes maximum) Upload the related judge's (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Stage Management Strand)

Login to CIITS

In the Student Workspaces area click on Launch.

### Create Your Portfolio

Click on Create Portfolio

Name the Portfolio: Theatre Pathway Capstone Portfolio: Stage Management

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

### Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on Create Work Item

Enter a title: Letter of Assurance

Enter Work Item Text: Letter of Assurance to verify that requirements of the portfolio are completed and uploaded to Student Workspaces.

Click Save. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on Create Work Item

Enter a title: Resume

Enter Work Item Text: My personal resume. (Be sure to remove contact information e.g., address, phone number, email, etc.)

Click on Upload File to browse and upload your resume.

Click Save.

Click on Create Work Item

Enter a title: Reflection Essay

Enter Work Item Text: This is my reflection essay on music. (See the Capstone requirements for specific details)

Click on Upload File to browse and upload your Reflection Essay.

Click Save.

### Required Stage Management Paperwork

Click on Create Work Item

Enter a title: Stage Management Paperwork

Enter Work Item Text: This visual file contains 8 required components that reflect stage management organizational, planning skills, and problem solving skills.

Click on Upload File to browse and upload the **One scene with blocking and ground plan** file into this work item.

Click on Upload File to browse and upload the **Production Meeting Notes** file into this work item.

Click on Upload File to browse and upload the **Rehearsal Schedule** file into this work item.

## Arts Pathways Guidelines

Click on Upload File to browse and upload the **Rehearsal Reports** from 2 rehearsals into this work item.

Click on Upload File to browse and upload the **Communications Example** file into this work item.

Click on Upload File to browse and upload the **Cue Sheet or Tracking Sheet from One Area** file into this work item.

Click on Upload File to browse and upload the **Strike Organizational Sheet** file into this work item.

Click on Upload File to browse and upload the **Stage Management Production Reflection** file into this work item.

Click Save.

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

***\*\* Students using video files instead of audio files should follow these instructions:***

1. Edit the video to meet the time specifications outlined in the portfolio requirements (up to 3 minutes).
2. House the video in YouTube in the private section. If you can't edit, designate where to start watching the video and where to stop watching by using the timing bar at the bottom of the video screen. (This bar shows minutes and seconds at any point in the video)
3. Copy and paste the link to the video into a MS Word file and name it either: #1 Solo Performance - Monologue, or #2 Contrasting Monologue or Song, or #3 Scene Performance, accordingly. Briefly describe the video just above the link before saving the file. If the video is password protected please provide the password in the MS Word document just after the video description.
4. Click Upload within the appropriated Work Item to browse and upload your MS Word File with the related video link. For non-edited videos, include timing information in this MS Word file so that the scorer knows where to start and stop watching within the recording. (3 minutes maximum) Upload the related judge's (evaluation) sheet, if you have one, as a PDF file. (scan and save to PDF)
5. Click Save

# Arts Pathways Guidelines

## Creating a Capstone Portfolio (Visual Art)

Login to CIITS.

In the Student Workspaces area click on **Launch**.

Click on **Create Portfolio**

Name the Portfolio: Visual Art Pathway Capstone Portfolio

Enter the portfolio description

Link your portfolio to the class(s) it is associated with

Select a color if desired

Click SAVE in the lower right corner of the screen

## Create the Work Items in the Capstone Portfolio

Enter the components of the Capstone Portfolio in this order:

Click on **Create Work Item**

Enter a title: *Letter of Assurance*

Enter Work Item Text: *Letter of Assurance* to verify that all requirements of the capstone portfolio are completed and uploaded to Student Workspaces and that all art work is my original work.

Click **Save**. (You will return here after all of the required work is completed and uploaded to add the Letter of Assurance signed by the teacher and student)

Click on **Create Work Item**

Enter a title: *Resume*

Enter Work Item Text: My personal resume with personal contact information removed. (**NOTE: DO NOT INCLUDE** your address, phone number, email, etc.)

Click on **Upload File** to browse files and upload your resume.

Click **Save**.

Click on **Create Work Item**

Enter a title: *Artist's Statement*

Enter Work Item Text: A written statement explaining the body of work in the portfolio or explaining my personal journey in selecting visual arts as a career pathway. This includes why I make my art, what inspires me to make art, what my art signifies or represents, what is unique or special about how I make my art and what my art means to me. It also includes future college and career goals.

Click on **Upload File** to browse and upload your Artist's Statement.

Click **Save**.

Click on **Create Work Item**

Enter a title: *Body of Work*

Enter Work Item Text: This is a portfolio of (specify number e.g. 8, 9, 10) original artworks I have created during high school.

Click on **Upload File** to browse files and upload high quality digital images of your work.

Click **Save**.

**Once you have completed all of the above you have a complete portfolio ready to be scored.**

**If your portfolio is missing any of the required components, then it will not be scored.**